

# THE RELATION BETWEEN THE TEACHER'S ROLES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES TO THE THREE DIFFERENT DEGREES OF NURSING PROGRAM STUDENTS' MOTIVATION OF APPLYING ENGLISH IN NURSING TERMS

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## **ABSTRACT**

**Introduction:** Nursing as a familiar job within public health in this nowadays time builds the consideration of mastering English brings advanced concept in order to reach better education and career in globalization era and the mindset changes of English language education. Related to that phenomenon, English for Specific Purposes (ESP) teacher should also notice that in teaching ESP they have to play their roles to help students in the teaching and learning process which can influence the students' motivation, later on, in applying the English in the nursing terms. This literatures' review is aimed to know the relation between the teacher's roles in teaching ESP to the three degrees of nursing program students' motivation of applying English in nursing terms. **Methods:** The literatures are found by using the database for the related references which focuses primarily on understanding in depth the teacher's roles in the teaching and learning process of ESP to nursing program students and the relation to the motivation of the nursing program students in applying the English in nursing terms. **Results:** All the literatures which are taken for this study found that the kinds of roles played by ESP teacher are as the lecturer, clinical or practical teacher, role model, facilitator, mentor, assessor, curriculum assessor, resource developer, and study guide producer. Besides, it is also found that the nursing programs students in different degrees can have the same motivation in applying the English in their own nursing terms' level of degrees. **Discussion:** Several roles played by the ESP teacher in the teaching and learning process can have the relation to the students' motivation in applying the English in nursing terms whether for the different level of degrees in the nursing program. In reality they are often interconnected and closely related one to another. The teacher's roles in the teaching and learning process of ESP to nursing program students can be used by teachers as the development of their roles in teaching and learning process. Indeed a teacher may take on simultaneously several roles, however, a professional ESP teacher (in this case: nursing) should be aware of their important roles, deal, and develop those roles within themselves as those will affect and give positive influence to the students' motivation in applying English in nursing terms even in the different level of degrees of the nursing programs.

**Key words:** Teacher's Roles, Teaching English for Specific Purpose (ESP), Nursing Students' Motivation, Different Degree, Applying English in Nursing Terms

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## INTRODUCTION

Nursing, a familiar job within public health, recognize that globalization era brings some challenges for the learners not only for having integrated and professional skills but also for developing the communication skills to support the giving quality of services. In nursing program, teaching of ESP will go in line with the concept stated by Robinson (1991) in Dudley (1998) that as with most disciplines in human activity, ESP was a phenomenon grown out of a number of converging trends of which we will mention three most important parts as the expansion of demand for English to suit specific needs of a profession; the developments in the field of linguistics (attention shifted from defining formal language features to discovering the ways in which language is used in real communication); and educational psychology (learner's needs and interests have an influence on their motivation and effectiveness of their learning). Role is determined as actor's part; one's function, what person or thing is appointed or expected to do. That is the definition given by the Concise Oxford Dictionary (1982) in Beltrán 2001, but in our daily lives we fulfill roles that have features of all these defining characteristics. Some roles may be thrust upon us by circumstances (e.g. school pupil); on the other hand, we choose for ourselves many of the roles we fulfill (e.g. teacher). According to the literature (Mayer & Marland, 1997 in Allahyar and Nazari, 2012), it is understood that based on the knowledge of students, teachers shape an image of their class, set goals accordingly, and adjust their reactions to individual students based on their perception of students' needs and their situation. Therefore, ESP teaching presumes teaching of English as a foreign language regarding specific profession, subject or purpose.

Integrated teaching, problem-based learning, community-based learning, core curricula with electives or options and more systematic curriculum planning have been advocated. While the increasing emphasis on student autonomy in medical education has moved the centre of gravity away from the teacher and closer to the student, the teacher continues to have a key role in student learning. A good teacher can be defined as a teacher who helps the student to learn. Beltran (2001) stated that the teacher has eleven roles which considered as the importance roles should be

done in the teaching and learning process for medical students. They are as the lecturer, clinical or practical teacher, role model, facilitator, mentor, assessor, curriculum assessor, resource developer, and study guide producer. Besides, related literatures considering the factors influencing the motivation of the students to learn and apply what they have already learned in the classroom are commonly influenced by the roles of the teacher itself. It is also found that the nursing programs students in different degrees can have the same motivation in applying the English in their own nursing terms' level of degrees.

This literatures' review is aimed to know the relation between the teacher's roles in teaching ESP to the three degrees of nursing program students' motivation of applying English in nursing terms.

## METHOD

The literatures are found by using the database for the related references which focuses primarily on understanding in depth the teacher's roles in the teaching and learning process of ESP to nursing program students and the relation to the motivation of the nursing program students in applying the English in nursing terms.

## LITERATURE REVIEW

All the references in this literature review is mostly having the similar concepts and perspectives. The point of view related to the consideration of mastering English nowadays brings advanced concept for each person in order to reach better education, employment, and career enhancement, particularly in this era of globalization. It has brought the mindset changes of English language education. Besides, the matching of language and content also broadens to gain specific knowledge to improve the skill working. The needs to understand the requirements of other professions and willingness to adapt to these requirements make the different term to the roles of the foreign language teachers for specific purposes. Considering those phenomena, the English for Specific Purposes (ESP) teacher should also notice the important aspects in teaching English for specific purposes so that they can play their roles to help the students in the teaching and learning process optimally. Nursing, a familiar job within public health, recognize that

globalization era brings some challenges for the learners not only for having integrated and professional skills but also for developing the communication skills to support the giving quality of services. In nursing program, teaching of ESP will go in line with the concept stated by Robinson (1991) in Dudley (1998) that as with most disciplines in human activity, ESP was a phenomenon grown out of a number of converging trends of which we will mention three most important parts as the expansion of demand for English to suit specific needs of a profession; the developments in the field of linguistics (attention shifted from defining formal language features to discovering the ways in which language is used in real communication); and educational psychology (learner's needs and interests have an influence on their motivation and effectiveness of their learning).

### **The Teacher's Roles in Teaching English for Specific Purposes in Nursing Program Students**

There was a time when the traditional approach of teaching was adopted by most of the teachers, where the learners used to be dependent only on the lecture delivered by the teacher. But as the education system changed with time so has the teaching methods. Education system now demands more of student interaction rather than just listening to the instructor. Hence, classroom interaction is very essential in today's education system (Mullen, 2010). Role is determined as actor's part; one's function, what person or thing is appointed or expected to do. That is the definition given by the Concise Oxford Dictionary (1982) in Beltrán 2001, but in our daily lives we fulfill roles that have features of all these defining characteristics. Some roles may be thrust upon us by circumstances (e.g. school pupil); on the other hand, we choose for ourselves many of the roles we fulfill (e.g. teacher). teachers have two major functions in the classroom to create the conditions under which learning can take place: the social side of teaching; to impart, by a variety of means, knowledge to their learners: the task-oriented side of teaching. Besides, some contextual factors such as classroom management issues, large number of students, and limited teaching resources contributed to the teacher's perceptions and practices as well. According to the literature (Mayer & Marland, 1997 in Allahyar and Nazari, 2012), it is understood

that based on the knowledge of students, teachers shape an image of their class, set goals accordingly, and adjust their reactions to individual students based on their perception of students' needs and their situation. Medical education has seen major changes over the past decade. Integrated teaching, problem-based learning, community-based learning, core curricula with electives or options and more systematic curriculum planning have been advocated. While the increasing emphasis on student autonomy in medical education has moved the centre of gravity away from the teacher and closer to the student, the teacher continues to have a key role in student learning. The kinds of roles played by ESP teacher are as the lecturer, clinical or practical teacher, role model, facilitator, mentor, assessor, curriculum assessor, resource developer, and study guide producer (Beltrain, 2001). A good teacher can be defined as a teacher who helps the student to learn. He or she contributes to this in a number of ways, which are seen from the roles played.

### **The Motivation of Applying English in Nursing Terms**

The development of the students' needs and situation bring lots of changes to those roles also. Here then the development of the teacher's roles and how the classroom interaction between teachers and students should be gained and considered more. Defining classroom interaction can be as a two-way process between the participants in the learning process (Pang, 2002). The teacher influences the learners and vice versa. Interaction can proceed harmoniously or it can be fraught with tension. How the situation actually develops depends on the attitudes and intentions of the people involved, and on their interpretations of each other's attitudes and intentions. An appreciation of these factors is essential if we are to understand teaching activities. Although, the social and psychological factors inherent in the roles are hidden, the process of learning a language in the classroom is underpinned by the teacher/learner relationship. Some factors influence the role relations between teachers and learners (Beltran, 2001), one related of them is the motivation. When the teacher of ESP is playing their several roles (particularly) in medical majors, things which should be consider also is how the students are able to implement the concept into the daily routines. English as the subject of teaching ESP to the nursing program

students should bring the benefit to the students in order to be applied in the nursing terms. To reach this purpose needs the high motivation provided by the teacher's roles played in the teaching and learning process.

### **THE IMPLICATION TO THE PRACTICE**

Some references taken for this literatures' review shows that professional ESP teachers should be aware of their importance roles, deal and, develop those roles within themselves. The teachers' being for the student in the teaching and learning process should provide main purpose of teaching skills is to enable students to fit the goal of the teaching and learning process. The teacher as a leader in the process will affect and give influence to the student's motivation through some roles they play in the class. Besides, the teacher's roles will help student with their expectation, satisfaction, and achievement. Those needs will be transformed into daily behavior or response for their learning process.

By understanding and having comprehensibility of those basic important roles, the teacher could develop and deal with the need of ESP, especially in nursing program student, even its is applied in the three different level of degrees. Considering framework of teaching ESP in the classroom context, the teacher of ESP, who knows the subject better than the students do, develop the essential skills in understanding, using, and/or presenting information in their profession (Mullen, 2010). Therefore, the teacher's roles are measurable and researchable to be point of the study and have the close relation to the aspect of motivation in students (here is for the nursing programs) in order to gain the stimulation to apply English in the nursing terms in purpose. Having different level of degrees in the common nursing program nowadays will not be counted as the obstacles to apply the English major in the nursing terms. Indeed the motivation to implement the subject of learning is stated related to the needs of using it to fulfill the public demands of education standards based on the curricula while in the future to the working fields.

### **CONCLUSION**

In order to understand in depth the teacher's roles in the teaching and learning process of ESP to nursing program student,

several literatures taken show that the concept of teacher's roles in teaching have the relation towards the motivation of the students to apply what they have learned. Correspondingly, for the development of the teaching, the teaching process should pay more attention to the roles of teacher played in the classroom as the more roles played in the teaching process; the positive results would be for the students. The learning process in the classroom is also a main part of the success in this case. Therefore, learning process should also pay more attention to the students' response towards the teacher's roles done in the classroom (Brown, 2008). One of the factors can be seen from the motivation. It is due to the students' response toward the teacher's roles in teaching ESP will be very influencing to the teaching and learning process held. The more positive the students' motivation towards their teacher's roles played, the better the learning process for themselves and also for the teacher in teaching. Furthermore, the students (in this case is the nursing program) would apply the English in their nursing terms as they have high motivation from the teaching and learning process given by the teachers when they are doing several roles properly related to the specific purposes even it is all done in the different level of degree for the nursing program students.

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